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ABSTRACT

Intended for school personnel and parents, the booklet is designed to introduce readers to education of the gifted. Sections address the following topics: program prototypes, state and other aid for gifted programs, the Nebraska Association for the Gifted, agencies and organizations serving the gifted, the Future Problem Solving Bowl, guidelines for teachers and administrators, characteristics of teachers of the gifted (a checklist), characteristics of gifted students that are potential problems, suggestions for parents, the eight thinking feeling processes, bibliographies on giftedness, and materials on gifted education. Also included is a reprint from Instructor, titled "What Are You Doing for Your Gifted Children?" (SBH)

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GIFTED AND TALENTED

AN INTRODUCTORY BOOKLET

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INTRODUCTION

The purpose of this booklet is to introduce the reader briefly to the world of gifted education...what it is, at whom it is directed, where to go for assistance, what help is available, and some suggestions on how to live and work with gifted children to more successfully develop their abilities.

STATEMENT OF PHILOSOPHY

Fundamental to the basic ideals of a democratic society is the belief in the intrinsic worth of each individual citizen. To insure the maintenance and improvement of the quality of life in such a society, it is essential to provide educational opportunities for each individual to maximize his/her potential. Thus society, by providing for the growth of the individual, will in turn reap the benefits. With no other group of Nebraska's school children is this truth so evident as with the gifted and talented, surely the state's most valuable resource. Traditionally the most neglected children in education, this group will spawn the leaders of tomorrow's world. It is imperative that educational programs be provided for assisting these children to more fully realize their potential.

Just as the Nebraska Department of Education recognizes and supports the individuality of each school district, so too must the uniqueness of each gifted child be acknowledged and developed. While recognizing that each school district must create its own specific administrative plan, it is essential that educational programs designed for the gifted and talented be based on the belief that these exceptional children have needs which cannot always be met through curricula designed for the average student; resulting programs need to meet the criteria of being qualitatively different.

NEBRASKA DEPARTMENT OF EDUCATION

The Nebraska Department of Education employs a full time consultant in the area of gifted education. That individual is available to school districts for assistance in developing, implementing, and evaluating programs, as well as conducting inservice sessions for teachers and administrators. To obtain such assistance, call Dr. Anne Crabbe at (402) 471-2446 or write to her at 301 Centennial Mall South, P. O. Box 94987, Lincoln, Nebraska 68509. The Department also has several publications which are available for a nominal fee. See the ordering form at the end of this booklet.

WARNING: FALURE TO READ, COMPREHEND, AND PUT INTO PRACTICE MAY CAUSE A GIFTED PROGRAM TO SELF DESTRUCT.

DIFFERENTIATION

DEFINITION OF GIFTEDNESS: Nebraska Statutes define gifted children as those "who EXCEL MARKEDLY in the ability to think, reason, judge, invent, or create..."

MANIFESTATION: According to Rule #3, Nebraska's set of guidelines for gifted programs, giftedness is manifested in six areas, those being 1) intelligence, 2) academic achievement, 3) creative thinking, 4) leadership, 5) visual or performing arts, and 6) psychomotor ability.

CHARACTERISTICS: Gifted children have unique characteristics which identify their particular area of giftedness.

BEHAVIORS: It follows that, based upon these characteristics, a child will display certain behaviors unique to his/her area of giftedness.

NEEDS: Because of their unique characteristics and concomitant behaviors, gifted children have needs different from other children.

APPROPRIATE ACTIVITIES: Meeting these needs necessitates the development and implementation of QUALITATIVELY DIFFERENT activities designed specifically for gifted children.

AN EXAMPLE

If giftedness is manifested in creative thinking, one characteristic may be a high level of curiosity. The behavior might be that the child asks many questions. The need is for opportunities to ask, and have answered, many questions. An activity appropriate for this need might be interviewing a person in an unusual occupation.

The Nebraska Department of Education emphasizes the need for programs that are QUALITATIVELY DIFFERENT. The practice of "doing-more-of-the-same" is not an acceptable way in which to meet the needs of a gifted student. Understanding and practicing the above progression is vitally important to the development of a quality program.

PROGRAM PROTOTYPES

The aim of all gifted programs is ENRICHMENT, that is, to provide experiences for gifted children that replace, supplement, or extend learning beyond the standard curriculum designed for average children.

There are three basic program prototypes: GROUPING, ACCELERATION (vertical and horizontal), and GUIDANCE. The following chart lists several program possibilities within each of the three prototypes. It should be noted that some programs, such as tutoring, for example, appear in more than one prototype.

ENRICHMENT

GROUPING	ACCELERATION		GUIDANCE
	VERTICAL	HORIZONTAL	
Cluster grouping within the regular class Special regular classes Part-time groups before, during, after school or Saturdays Seminars Mini-courses Team teaching Alternative schools Resource room or demonstration classroom Itinerant or resource teacher Field trips and cultural events Special summer sessions	Early entrance or pre-school classes Double grade promotion Advanced placement classes Ungraded classes Multi-age classes Tutoring Correspondence courses Extra classes for extra credit Credit by examination Independent study Continuous progress curriculum Year-round school Flexible scheduling Block or back-to-back classes	Individual research projects Group research projects Tutoring Study Groups Interest clubs Resource Room Special regular classes Summer school Part time classes Cluster grouping within regular class Mentor Internship	Individual conference Group meetings Career and vocational counseling Educational counseling Community programs and sponsorship Scholarship societies Study groups Special education classes Tutoring Mentor

STATE AID FOR GIFTED PROGRAMS

In the spring of the year those gifted programs for which Letters of Intent were submitted the previous spring are evaluated. Those that meet state guidelines are recommended for reimbursement. In the following spring those recommended districts which qualify the Equalization payments will receive funding based on the number of children participating in the program and the valuation of the district as related to other Nebraska school districts.

For the 1976-77 school year $287,724.89 was paid to thirty districts for 8,412 children; payments ranged from a high of $72.86 to a low of $1.03 per child. Several districts providing gifted programs did not qualify for Equalization so received no reimbursement at all.

Thus the timetable for operating a reimbursed program includes three required contacts with the Nebraska Department of Education, 1) by June 1st of the year preceding the operation of the program a Letter of Intent (Form 9-010-R) must be submitted by the school district, 2) by June 1st of the year in which the program is in operation, the program must be evaluated (using Form 9-009) and submitted to the Nebraska Department of Education, and 3) during the year following the program, reimbursement will be made by the Department of Education to the local school districts. The money will be integrated into the total state aid checks and will not be designated specifically for gifted programs. For more information on funding, contact Mr. M. L. Christensen, Supervisor for State Aid.

OTHER SOURCES OF FUNDING

Sources of funding other than state aid exist for the imaginative and resourceful program planner. Public agencies and private foundations are both possible avenues to pursue. Perhaps the most commonly used sources are those monies available through federal grants; the two most frequently received are those awarded through the Office of Gifted and Talented (7th and D Streets, SW, Washington, D.C., 20202) and Title IVc. The latter funds are distributed by the individual states; for more information contact Title IV,

Nebraska Department of Education, 301 Centennial Mall South, P. O. Box 94987, Lincoln, Nebraska 68509. Both of the above granting agencies have due dates for grant proposals in the fall of the year preceding the proposed project; contact the specific agency for particulars.

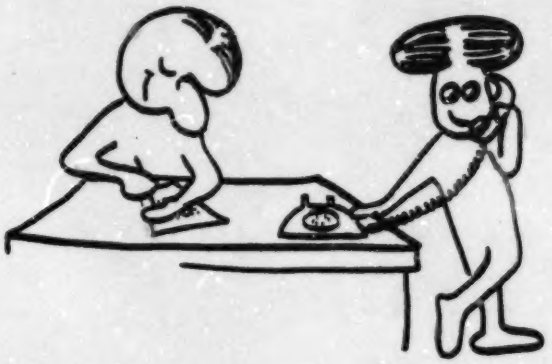
THE NEBRASKA ASSOCIATION FOR THE GIFTED

Composed of over 500 members, the Nebraska Association for the Gifted (NAG) draws its membership from teachers, administrators, and parents. The highlight of this rapidly growing organization is the annual conference which is usually held the second week-end in February and features national and state leaders in the field of gifted education. N.A.G. is an affiliate group of The Association for the Gifted (T.A.G.) which is part of the Council for Exceptional Children.

In addition to the yearly conference, N.A.G. working in cooperation with the University of Nebraska-Lincoln and the Nebraska Department of Education will sponsor the National Future Problem Solving Bowl to be held in Lincoln each spring.

N.A.G. sub-committees continue to act throughout the year to promote special programs for gifted children, to increase public awareness of the special needs of gifted children, to encourage legislation on behalf of gifted children, and to publish a newsletter twice a year.

Annual membership fees are $3.00, payable to Treasurer Gaynelle Goodrich, 4408 Walnut Street, Omaha, Nebraska 68105.



AGENCIES AND ORGANIZATIONS

In addition to the state organization (N.A.G.) and the Nebraska Department of Education, there exist national agencies and organizations which offer assistance in the development and improvement of gifted programs. Several of those organizations and their addresses follow.

1. Council for Exceptional Children; 1920 Association Drive, Reston, Virginia 22091. (703) 620-3660.

2. National Association for Gifted Children; 217 Gregory Drive, Hot Springs, Arkansas 71901.

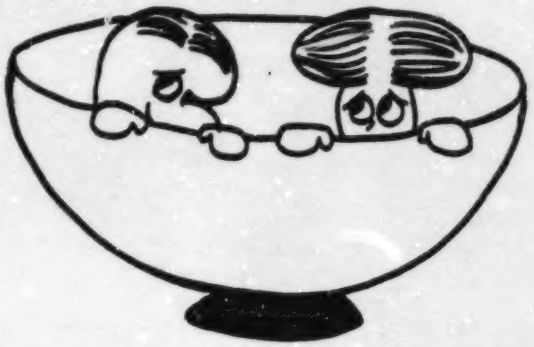
3. National/State Leadership Training Institute on the Gifted and Talented; 316 W. 2nd Street, Suite PH-C, Los Angeles, California 90012. (213) 489-7470.

4. Office of Gifted and Talented; U. S. Office of Education, Donohoe Building, 400 6th Street, SW, Room 3835, Washington, D. C. 20202. (202) 245-2483.

5. The American Association for Gifted Children; 15 Gramercy Park, New York, New York 10003.

6. The National Association for Creative Children and Adults; 8080 Springvalley Drive, Cincinnati, Ohio 45236.

7. Amercian MENSA Limited; Nebraska Chairperson: Norris Swan, P. O. Box 87, Hastings, Nebraska 68901.



FUTURE PROBLEM SOLVING BOWL

Beginning in the spring of 1979 the National Future Problem Solving Bowl will be held in Lincoln, Nebraska under the joint sponsorship of the Nebraska Association for the Gifted, the University of Nebraska-Lincoln, and the Nebraska Department of Education.

For many years the Bowl has been held in Athens, Georgia under the direction of its creator, Dr. E. Paul Torrance. Having grown from a local endeavor to a national undertaking, the yearly Bowl brings together gifted students who match wits to find solutions for hypothetical problems of the future. Three age levels are recognized in the competition: Grades 4-6, 7-9, and 10-12.

The process of future problem solving is based on the six step Osborne-Parnes creative problem solving model. All schools interested in participating in this activity should contact the state consultant for gifted programs to obtain more information and/or assistance. Video tapes of future problem solving are available on a one week loan basis through the Nebraska Department of Education to assist Nebraska teachers and students in learning the process of future problem solving.

THE IT'S OK LIST

Frequently teachers or administrators ask for help in deciding what is appropriate for gifted students. This list is designed to give guidance and is consistent with recognized research and good practice.

1. It is "ok" to include kindergarten students who are reading at primary levels in primary reading groups.

2. It is "ok" to let students pursue individual interests even though they are not related to the content being covered at the time.

3. It is "ok" for a student at one grade level to be in the same class with a student from another grade level. (E.g., first graders working with sixth graders.)

4. It is "ok" for a gifted high school student to take college courses while still in high school.

5. It is "ok" for a gifted student to help the teacher plan his course of study.

6. It is "ok" to expand the curriculum either vertically or horizontally for gifted students.

7. It is "ok" to have special groups for gifted students. (E.g., mini-courses for the gifted, resource groups, etc.)

8. It is "ok" for gifted students to move as rapidly as they are able through routine subject matter material within their regular classroom situations.

9. It is "ok" for gifted students to work independently, for extended periods of time, if that particular learning style is best suited for them.

10. It is "ok" to accelerate a gifted student or double promote him. However, planning should assume that gifted students do not miss large blocks of essential skills.

11. It is "ok" for teachers of the gifted to be participants in learning activities rather than directors of them.

12. It is "ok" to let gifted students share the responsibility for the evaluation of their work in school.

13. It is "ok" to recognize the fact that students learn outside as well as in school and provide as many experiences as possible for this type of education.

14. It is "ok" for teachers of the gifted to stress the process of learning in their classes more than the product of learning.

15. It is "ok" to involve a gifted student's parents in planning a suitable program for their child. It is also "ok" to visit with his parents to determine what kinds of experiences they are providing at home and how the school can tie into those experiences.

16. It is "ok" to involve gifted students in courses of less than one semester. (E.g., short-term symposia, workshops, mini-courses, quarter courses, etc.)

17. It is "ok" for gifted students to help other students learn. As a student once said, "Sometimes students explain things just as well as teachers." However, gifted students' ability to help others should not be exploited.

18. It is "ok" to help gifted students understand their capabilities as well as their responsibilities to society.

19. It is "ok" for gifted students not to make up all work missed in their regular classes while they are attending special classes or working on independent projects.

developed by John Dudley

CHARACTERISTICS OF TEACHERS OF GIFTED

There follows a check list of characteristics desirable for a teacher of gifted children. Those teachers who score consistently above average should be encouraged to work with such children.

Outstanding	Strong	Average	Weak	Totally Lacking	
5	4	3	2	1	Well-grounded in subject area
5	4	3	2	1	Understanding of child development
5	4	3	2	1	Curriculum development skills
5	4	3	2	1	Demonstrated innovative approaches to teaching
5	4	3	2	1	Familiarity with teaching strategies which engage the higher orders of intellectual activity (analysis, synthesis, evaluation)
5	4	3	2	1	Demonstrated ability in the regular classroom
5	4	3	2	1	Intelligent
5	4	3	2	1	Flexible and creative
5	4	3	2	1	Self-confident
5	4	3	2	1	Sense of humor
5	4	3	2	1	Fairness and patience
5	4	3	2	1	Sympathy with the problems of gifted and talented children
5	4	3	2	1	Clear self-understanding and role perception
5	4	3	2	1	Willingness to go the extra mile
5	4	3	2	1	Enthusiasm for teaching and the subject matter
5	4	3	2	1	Willingness to be a "facilitator" rather than a "director"
5	4	3	2	1	Love of learning
5	4	3	2	1	Ability to admit mistakes

GIFTED PROGRAM CHECK LIST

YES	NO		
___	___	1.	Does the school have written policies covering programming for gifted?
___	___	2.	Has the school designated a person or persons to supervise the program?
___	___	3.	Are specific schools, departments and groups meeting to consider problems related to the identification, guidance, motivation, and teaching of the gifted?
___	___	4.	Are teachers helped to understand the nature of giftedness, talent, creativity, and approaches which will aid in development of this potential for each individual?
___	___	5.	Does the school make new books, research and articles dealing with the gifted available to teachers?
___	___	6.	Has a criteria been developed which the staff uses in identifying the gifted?
___	___	7.	Does the school have a systematic, flexible plan of continuous identi cation?
___	___	8.	Does the school have transferable records as well as a list of the gifted, which is readily available to the professional staff?
___	___	9.	Do teachers have the opportunity to observe other schools known to have well-organized programs for the gifted?
___	___	10.	Are teachers encouraged to report behavior or achievement which may be useful to others in identifying and guiding the gifted?
___	___	11.	Is curriculum planning geared in part to the needs and abilities of the gifted?
___	___	12.	Is there appraisal of the curriculum to determine the extent to which it serves the needs of the gifted?

YES NO

___ ___ 13. Are the needs of the gifted considered in the assignment of the staff and the selection of instructional and supplemental materials?

___ ___ 14. Are teachers encouraged to do experimental work and to modify classroom procedures to serve the individual and group needs of the gifted?

___ ___ 15. Does the school make it possible for gifted children to pursue areas of interest or talent by adopting special schedules and the scheduling and use of facilities?

___ ___ 16. Are facilities and materials provided for independent study and problem solving?

___ ___ 17. Are trips, projects, and special activities planned with a view toward broadening and challenging gifted?

___ ___ 18. Are the gifted given in-school and out-of-school opportunities to work with others in their special interest areas?

___ ___ 19. Is there district-wide organized articulation for the education of each gifted child?

___ ___ 20. Does the school have a plan or policy in regard to evaluation of its efforts in programming for the gifted?

SOME CHARACTERISTICS OF GIFTED STUDENTS THAT ARE POTENTIAL PROBELMS

I. Personality

A. Values and attitudes of the gifted/creative are likely to be diverged and different from the "norm."

B. The highly imaginative are prone to fantasy. This can be misinterpreted as "immaturity," laziness or daydreaming.

C. Gifted will at times become highly frustrated when they confront subjects or situations they cannot handle. They are not accustomed to this and often feel they should know all the answers. Because of this they don't know how to ask for help when they need it.

D. Bright students have more latent ego strength to channel--this sometimes comes out in the form of disruptive behavior.

II. Relationships

A. Highly creative students tend to be isolated from peers and teachers.

B. They have difficulty in finding true peers since they are in a minority. They often seek activities with those beyond their age norm.

C. Some have difficulty in asserting social leadership roles simply because they don't know the "ropes" or methods in getting respect and following from peers.

D. Parents of gifted frequently have ambivalent relationships toward them. They are proud but tend to undervalue their child's worth and potential.

III. Interests/Abilities

A. Three "problem" ways gifted deal with their abilities

1. withdraw - if they feel misunderstood or not listened to

2. show off - to get attention--make others aware of what they know

3. refuse to participate in class - if they feel other students will mock them for being a "brain"

B. Gifted don't always realize their own abilities. Many students never have the opportunity to do truly outstanding work because teachers do not provide them with work which is difficult enough to challenge them fully.

C. They tend to exert high energy in personal/outside of school projects. This can conflict with schoolwork.

D. Intense single interests may reduce application in other areas of academics and social life. Also, they tend to work only on those things that interest them and exclude other areas.

IV. Academics

A. Thinking is divergent and independent from teachers and peers.

B. Overemphasis on Verbal skills misses other aspects of the gifted.

C. Many have poor and inefficient study habits.

SOME SUGGESTIONS FOR PARENTS OF GIFTED CHILDREN

1. They are still children. They need love but controls; attention and discipline; parental involvement plus training in self-reliance and independence.

2. Emphasis on early verbal expression, reading, discussing ideas in the presence of children, poetry and music are all valuable. Parents should read to children.

3. Parents can see to it that the gifted child age six or above has a playmate who is also able, even if he has to be "imported" from some distance.

4. Parents should show initiative in taking able children to museums, art galleries; educational institutions and other historical places where various collections may stimulate and enhance background learning.

5. Parents should be especially careful not to "shut up" the gifted child who asks questions. Sometimes questions should not be answered completely; but the reply should itself be a question which sends the child into some larger direction. When the parent cannot answer the question, he should direct the child to a resource which can.

6. Though the gifted child usually has a wide and versatile range of interests, he may be somewhat less able to concentrate on one area for a long time. Parents should encourage children who have hobbies to follow through on them.

7. Parents should avoid direct, indirect or unspoken attitudes that fantasy, originality, unusual questions, imaginary playmates, or out-of-ordinary mental processes on the part of the child are bad, "different" or to be discouraged. Instead of laughing at the child, laugh with him and seek to develop his sense of humor.

8. Parents should avoid overstructuring children's lives so that they don't have any free time. Sometimes parents are concerned that gifted children spend some time in watching TV or reading comic books. While they should not spend all their time in doing so, they cannot be expected to perform at top capacity at all times.

9. Respect the child and his knowledge, which sometimes may be better than your own or impatient of authority. Do not presume on your authority as a parent except in crises. Allow much liberty on unimportant issues. Try to give him general instructions to carry out in his way rather than specific commands to carry out in yours.

10. Whenever possible, talk things out with him where there has been a disciplinary lapse. He is much more amenable to rational argument than are many children and usually has a well developed sense of duty.

11. Take time to be with him, to listen to what he has to say, to discuss ideas with him.

12. Be a good example yourself, and try to find worthwhile adult model figures of both sexes outside his family for him to know.

13. Support the school efforts to plan for able children. Support study groups on gifted children. Form with other parents into cooperative endeavors.

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WHAT ARE YOU DOING FOR YOUR GIFTED?*

"Education for the gifted is undemocratic--it's an elitist concept! Why shouldn't all kids have the same educational opportunities?"

"But you're wrong! Not providing special programs for the gifted is undemocratic! In our system we say that each child should have the opportunity to develop to his fullest potential--that's the basis for programs for children who are slow learners, and for those with physical and mental handicaps. In offering gifted children only an 'average' education, you deny them the chance to become all they are capable of becoming..."

"Aw--gifted kids don't need extra help--they'll make it on their own..."

A conversation you've heard many times? We all have. It goes on and on, usually reaching no conclusion. But findings of recent studies can give that conversation a direction. The popular notion that gifted and talented kids make it on their own has been proven false--they don't. A recent U. S. Office of Education report warns us: "...research has confirmed that many talented children underachieve, performing far less than their intellectual potential might suggest. We are increasingly being stripped of the comfortable notion that a bright mind will make its own way. On the contrary, intellectual and creative talent cannot survive educational neglect and apathy. This loss is particularly evident in minority groups who have in both social and educational environments every configuration calculated to stifle potential talent."

Other reports tell of children who hide special abilities because of fear of being labeled as oddballs by peers and teachers. Some gifted go unidentified because of the indifference or hostility of teachers and administrators.

Studies undertaken in one state showed that 55 percent of the gifted and talented students were working below their mental abilities. Another study showed that 18 percent of one state's high school dropouts had been identified as gifted students.

As teachers we are committed to helping every child in our classrooms go as far as he can go. We want each child to be excited by the joy of discovering something new. But often this commitment is strangled by curriculum planning, administrative duties, and the job of developing an individualized program for thirty-five children on varying levels of competence. As a result we end up grasping the slow learner with one arm to encourage him to keep going, taking the average child with the other arm to urge him ahead, and giving little more than an encouraging smile and an exhausted nod of approval to the bright young gifted. We use as an excuse the mistaken idea that bright kids can get along without help--that others need our help more. And besides, whenever special projects are set up for those with special talents, there is always the question: Why not for everybody?

Part of a speech by John Gardner may change our point of view and convince us to begin planning for the needs of gifted and talented students as conscientiously as for the needs of the rest of them. He said, "The traditional democratic invitation to each individual to achieve the best that is in him requires that we provide each youngster with the particular kind of education which will benefit him. This is the only sense in which equality of opportunity can mean anything. The good society is not one that ignores individual differences but one that deals with them wisely and humanely."

Gifted children need to be taught "wisely and humanely," not to become clever specialists, not to be oddballs or scientific ornaments, not new members of the brain pool, but creative humanists. We should help them become men and women capable of giving newer and higher dimensions to life and its constructs.

Program Guidelines

Worthwhile programs require a statement of objectives and procedures--these must be developed in terms of your school and community. Will you develop a structure for course content? Will students' work revolve around a broad core discipline such as Man and His Environment, Communications, the Arts, and so on? Will your project allow for both group and independent study?

Once your objectives have been defined, it's time to discuss course content in more detail. What is to be studied? Tools for deciding on content include state mandates for curriculum, available community facilities, community resource people, documented research in gifted education, and materials now available from USOE's newly established office for the gifted and talented.

Set a time for identified individuals to meet. Several states suggest a minimum of 150 minutes per week.

Set a limit for group participation. Eight students is a good size at the elementary level.

Develop activities and projects which emphasize creative independent thinking rather than the mere accumulation of facts. Margaret Mead describes this well: "We need to teach our students how to think, when they don't know what method to use, about a problem not yet formulated."

Teach yourself to be discovery-oriented, able to respond quickly to the stimuli gifted students will present. Think of yourself as a facilitator in the Carl Rogers sense--one who doesn't spout facts but who leads children to new discoveries. (A good way to react when working with the average and slow learning pupil too.)

Find a special place where pupils can study and work. Create an atmosphere where ego boundaries are enlarged, ego strengths supported, and thinking is "poked" into activity. It's important that it be a place where students can leave projects with the assurance that they won't be disturbed.

"Build bridges" at all levels to sensitize the student body, teachers, principals, superintendents, parents, and community to the "why" and "how" of your program. Do this through meetings and newsletters. Informed people are more likely to approve and give enthusiastic support.

Take care in selecting content to provide for the cognitive domain. Provisions must also be made for the affective domain. Remember, we are not only concerned with the intellectual development of these children--we are also very much concerned with helping them develop healthy feelings and emotions toward life and society. They must become more than just very knowledgeable persons--they must also become humanitarians. In his book, Learning to Feel, Feeling to Learn, Harold Lyon, director of USOE's Office for Gifted and Talented, gives specific ways to achieve this cognitive-affective balance.

Make provisions to give project participants the skills to move easily from contact with other gifted persons to contact with peers in school and at home, with parents, with teachers, and with the community. Plan activities that will help students communicate with people at all levels of understanding and intelligence. This aspect of gifted education is too often overlooked. How often have you heard the charge, "He's got a lot of brains but little personality." Or how often have you seen a very bright child shunned by classmates because "he always knows the answers and is the teacher's pet"? Care taken to sensitize gifted and talented kids to the problems and reactions they are likely to encounter will prevent misunderstandings and do much to help them build healthy social relationships with others.

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THE EIGHT THINKING-FEELING PROCESSES

PROCESS	DEFINITION	TEACHER CUES
FLUENT THINKING	To think of the most: generation of a quantity, rapid flow of thought, high number of relevant responses.	Who can think of the most...? How many ways...? Think of all the...?
FLEXIBLE THINKING	To take different approaches: variety of kinds of ideas, ability to shift categories, detours in direction of thought.	What other ways...? What different kinds...? What else...?
ORIGINAL THINKING	To think in novel or unique ways: unusual responses, clever ideas, production away from the obvious.	Think of an original... Design or invent a unique... Create a new...
ELABORATIVE THINKING	To add on to, to embellish upon an idea, expanding on an idea or object.	How can this...be made more interesting? Can you expand upon...? Refine...
RISK-TAKING	To have courage to: expose oneself to failure or criticism, to take a guess, to be different, to function without structure.	Can you guess...? Make a prediction... Take a chance... What do you think about...?
IMAGINATION	To have the power to: visualize and build mental images, to dream in a world of fantasy, to feel intuitively.	What might happen if...? Suppose that... Let's pretend that you... What's your hunch about...?
COMPLEXITY	To seek the challenge to: seek many alternatives, bring order out of chaos, to delve into intricate ideas or problems, to see gaps between how things are and how they could be.	Organize these thoughts or objects... How many solutions can you find to the problem? What other possibilities...? Can you learn more about...?
CURIOSITY	To want to: be inquisitive, toy with an idea, grop for new insights, follow a particular bent just to see what will happen.	What else would you like to know? What don't you understand about...? Would you like to feel, smell, touch, listen, see, taste...? What questions do you have...?

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Kaufman, Felice. Your Gifted Child and You. Reston, Virginia: The Council for Exceptional Children, 1976.

HOW TO START A GIFTED CHILD ORGANIZATION

Write to San Fernando Valley Association for Gifted Children, 8320 Reseda Boulevard, Northridge, California 91324, for their brochure on starting a club.

See Gifted Child Quarterly, 19:3:249-260 (Fall, 1975). National Association for Gifted Children.

MATERIALS ON GIFTED EDUCATION

The Nebraska Department of Education has many fine publications in the area of gifted education. Because of recent budget limitations plus increased printing and postal rates, it has become necessary to put these materials on a "for sale" basis. Such an arrangement will provide funds for the reprinting of existing materials and for the development and printing of new pamphlets. To order, check the desired booklet(s), and send a check for the appropriate amount to the Nebraska Department of Education, 301 Centennial Mall South, Lincoln, Nebraska, 68509. Payment must be received before materials can be sent. State policy does not permit return or refund.

PROGRAMMING AND IDENTIFICATION

____G-1	MYTH INFORMATION (Myths and facts about gifted education)	14 pages	$ .70
____G-2	GUIDELINES FOR DEVELOPING A PROGRAM FOR THE GIFTED AND THE TALENTED (A step by step approach for establishing local programs for gifted children)	*35 "	$1.30
____G-3	SURVEY OF NEBRASKA'S GIFTED PROGRAMS (Brief overview of 50 of the 1977-78 programs)	10 "	$ .50
____G-4	GIFTED AND TALENTED: AN INTRODUCTORY BOOKLET (Basic information for educators & parents)	21 "	$1.00
____G-5	NATIONAL SURVEY OF EXEMPLARY GIFTED PROGRAMS (Brief overview of 80-100 programs)	*30 "	$1.20
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____G-7	SUPPLEMENT TO RULE #3 (Suggested tests for creativity, leadership, psychomotor, and the visual and performing arts)	63 "	$1.65
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____G-24	CREATIVE OPPORTUNITIES (Activities to enhance creativity E)	22 "	$1.00
____G-25	THE EIGHT THINKING-FEELING PROCESSES (8 processes defined with suggested activities E)	24 "	$ .45

_____G-26	GIFTED PROGRAMS MEDIA RESOURCE LIST (E & S)	18 pages	$ .95
_____G-27	INDIVIDUALIZED INSTRUCTION THROUGH LEARNING CENTERS (Step by step process for creating learning centers E & S)	20 "	$1.00
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_____G-32	INFORMATION TREASURE HUNT (A learning center on using the library E)	82 "	$1.90
_____G-33	TEACHING IDEAS BOOK (Activities to increase productive thinking E & S)	24 "	$1.00

MATERIALS FOR PARENTS

_____G-61	PARENTS OF THE GIFTED (Tips for parents of gifted children)	3 pages	$ .30
_____G-62	THE GIFTED CHILD AT HOME AND AT SCHOOL (Suggestions for parents and teachers of gifted children)	32 "	$1.10

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